**Language Detectives Day**

**For**

**Primary Linguists**

**Wokingham LA**

**June 2009**

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| **TIME** | **ACTIVITY** | **RESOURCES** |
| 8.15 | **Set up**  Set up room and activities – audio, photos, decoration, scavenger hunt items, time penalty board, dictionaries on tables | List of children  Medical forms and contact nos.  Laptops |
| 8.45 | **Meet and greet**  Children arrive, met at the car park, give named sticker.  Greeted in training hall and given detective notebook.  While children are waiting, ask to find out 5 things about a person they haven’t met before. | Name badges for staff  Name badges for children  Clipboard  Detective notebooks |
| 9.00 | **Introductions**  Introductions and domestic information – loos, breaks, rules on leaving the room, stop sign |  |
| 9.05 | **Objectives of day**  Explain:   * Objectives of the day. * Purpose of notebooks * Badges to be won * Time penalties and puzzle pieces | Time penalty w/board or flipchart  Flipchart pen  Puzzle envelopes |
|  | **Language Detective Training** |  |
| 9.20 | **Icebreaker**  Ask the children to organise themselves in a line in alphabetical order by their first name.  Then divide the children into 4 equal groups from the line. | Answer envelopes for chief detectives |
| 9.25 | **Name the group**  Each group has 3 minutes to find a name for their group on a detective theme and then write on a name plate card and decorate. | 4 name plate cards  Stopwatch  Felt tips |
| 9.35 | **LLS – Gesture and mime - 1**   * Ask each group to organise themselves in birthday order without using words. * Demonstrate the mime activity. Each group is given a pile of cards, face down, with messages on them. Children take a card one at a time and try to convey message without words. Number of successfully conveyed messages noted. 5-10 mins. | 4 sets of cards with messages – ‘Mime the sentence’. Each pack arranged in a different order to the other groups. |

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| 9.50 | **LLS – Gesture and mime**  Discuss in their groups what they found out about communicating in this way. Each group explain.  Children make notes in notebook.  Give out first piece of puzzle put in ‘Clues’ envelope to all except group with lowest number of messages communicated. | W/boards and pens  Notebooks  Gesture and mime piece of puzzle x 4  Clues envelopes  Time penalty board |
| 9.55 | **LLS - Eye contact and repetition - 2**   * Each group stands in a line and a Chinese word is whispered to the first person by each group leader. Each group passes the word down the line by whispering. The person at the end of each line says what they heard. A comparison is made to the original. * The activity is repeated with a different Chinese word but this time the children face each other. | Chinese words |
| 10.00 | **LLS - Eye contact and repetition**  Each group discusses and identifies the significance of the activity for language learning and each group explains.  Children make notes in notebook.  Give out second piece of puzzle put in ‘Clues’ envelope to all except the group with the word sounding least like the original. | W/boards and pens  Notebooks  Eye contact and repetition piece of puzzle x 4  Time penalty board |
| 10.05 | **LLS – Memorisation strategies - 3**   * Each group is presented with a tray of 10 objects. Each group leader names the objects in either Welsh, Italian, Spanish or German. The children may request further repetition of words. * After 5 minutes they have to try and name as many objects in the target language as possible. | 4 trays of objects  Stopwatch |
| 10.15 | **LLS – Memorisation strategies**  Each group discusses and identifies the strategies for memorisation and their efficacy. They write down key strategies for memorisation of language.  Children make notes in notebook.  Give out third piece of puzzle put in ‘Clues’ envelope except to group with lowest number of correct words. | W/boards and pens  Notebooks  Memorisation piece of puzzle x 4  Penalty board |

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| 10.20 | **LLS – Using prior knowledge - 4**   * Each group is given English words which are unfamiliar to most but have an obvious root in another language or own language. They try to link the words to images on the walls of the room to match meaning. | Handout – lists of words  Numbered images  Blutac |
| 10.25 | **LLS – Using prior knowledge**  As a whole group discuss meanings and how they made their choice.  Children make notes in notebook.  Give out fourth piece of puzzle put in ‘Clues’ envelope to all groups except the one with the lowest number of correct answers. | W/boards and pens  Notebooks  Prior knowledge piece of puzzle x 4  Penalty board |
| 10.35 | **BREAK** | Children’s own snacks.  Jugs of water and paper cups.  Boxed games in case it is wet. |
| 10.55 | **KAL – Word classes, sentence structure and dictionaries – 5**   * Ask the children to identify word classes and their abbreviations in a dictionary. Demonstrate actions for noun, adjective, verb, adverb and conjunction. Call out word classes and ask the children to perform the actions. * Give a sequence of abbreviations and ask the children to read them out and perform the actions in time to a piece of music. | Flipchart  Word class movement doc  CD music |
| 11.00 | **KAL - Word classes, sentence structure and dictionaries**   * Read out the Jabberwocky and then give out the verse. Ask the children to identify the adjectives, nouns and verbs and write in correct column on handout. Discuss how they knew which was which. Note down number of correct answers | Handout – Jabberwocky |
| 11.10 | **KAL – Word classes, sentence structure and dictionaries**   * Give each group a list of Scavenger Hunt words in German, Spanish, Italian and Welsh. Each group has access to bilingual dictionaries in the 4 languages. Discuss definite article. * They have 10 minutes to find the words and then find the objects in the centre. Number of items found noted. | Scavenger Hunt list  Stopwatch  Bilingual dictionaries in Welsh, Spanish, Italian and German  Items from list in room |

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| 11.20 | **KAL – Word classes, sentence structure and dictionaries**  Discuss and write down how languages can be decoded by knowing about the structure of a language and using dictionaries.  Children make notes in notebook.  Give out fifth piece of puzzle put in ‘Clues’ envelope except to group with lowest number of points **totalled** from Jabberwocky and Scavenger Hunt. | W/boards and pens  Notebooks  Sentence structure and dictionaries piece of puzzle x 4  Penalty board |
| 11.25 | **KAL – Phoneme/grapheme links - 6**   * Words are shown on cards which have the following graphemes – ch/ll/eu/v/ai/j. Children are invited to say aloud the words and then compare this to words read by leaders. * After each phoneme, another word is read aloud with that same phoneme and the children note down which language they think it is. | Words on cards in different languages  Additional words to read. |
| 11.40 | **KAL – Phoneme/grapheme links**  Children discuss and identify the links between phonemes and graphemes and write on board.  Children make notes in notebook.  Give out sixth piece of puzzle put in ‘Clues’ envelope to all groups except the one with the least number of answers correct | W/boards and pens  Notebooks  Spelling and pronunciation piece of puzzle x 4  Time penalty board |
| 11.45 | **KAL – Rhythm and intonation – 7**   * Play a recording several times of a short utterance in a foreign language. If they can, ask children to draw a line to indicate the modulation/intonation of the language in their notebooks. * Then play a different utterance in 3 different languages, one of which was the first language heard and children must identify which is the same language. * Extra point given if language is identified. | Notebooks  Recordings in different languages  List of languages  Flipchart and pens  Handout |
| 12.00 | **KAL – Rhythm and intonation**  In groups discuss what they have found out about the sound of languages.  Children make notes in notebook.  Give out sixth piece of puzzle put in ‘Clues’ envelope to all groups except the one who got the least number of points. | W/boards and pens  Notebooks  Spelling and pronunciation piece of puzzle x 4  Time penalty board |

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| 12.05 | **Language Learning Strategies and Knowledge about Language**  Each group constructs as much of their puzzle as they can with their pieces.  Each child lists all the key points of language learning discovered that morning and discuss.  Give out language detective badges to the teams who can complete their puzzles. | Clue envelopes with puzzle pieces.  Notebooks  Language detective badges |
| 12.15 | **LUNCH** | Sets of boules for outside or boxed games if wet |
|  | **Solve the mystery** |  |
| 12.45 | **Time Penalties**   * According to how much penalty time they have accrued, each group is given their clues envelope. * Those with time penalties must first complete the sentence cards correctly. They answer one question on each topic on which they received a penalty point. Once questions are answered and after the allotted time, they receive the missing pieces of puzzle. * Badges given to those not yet gained one. * Leaders work with their groups | Questions for each of the 7 KAL and LLS topics.  Clues envelopes x 4  4 bilingual dictionaries – Spanish, Welsh, Italian and German  Laptops x 4 with recordings and power point in Welsh and directions message.  Badges |
| 12.50 | **Solving the clues**   * The remaining groups receive their clues envelope and each clue is given to them in turn to solve. | Clues envelopes x 4  4 bilingual dictionaries – Spanish, Welsh, Italian and German  Laptops x 4 with recordings and power point in Welsh and directions message.  Chief detective answer envelopes |
| 1.45 | **Checking clues 1 - 3**   * In groups, answers to the 3 clues are checked. For each correct clue, letters of a word are given. | Answers to clues in chief detective envelopes  Cut up letters x4 all different |
| 1.55 | **Discovering the object**   * The group assembles the letters to make a word and looks up the word in the dictionary to ascertain which object must be apprehended. * Early finishers draw the criminal. | Dictionaries  Wanted posters |

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| 2.05 | **Naming the object**   * Each group in turn reveals which object they believe it is. | Answer for each group |
| 2.10 | **Evaluation forms**   * Tidy up and set out chairs for certificate giving. * Complete evaluation forms | Evaluation forms |
| 2.15 | **Certificates**   * Certificate giving ceremony * Certificates presented to each group by group leader. | Certificates |
| 2.30 | **Departure**  Those not collected by parents after the certificate ceremony are escorted to the car park. |  |